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ABSTRACT

Elaborating on Emile Durkheim's claim that major debates about pedagogy are always an indicator of underlying social change, this book charts the enormous impact computers are having on how people read and write, how reading and writing are taught, and how literacy is defined. The larger concern of the book is how technology generally affects not just specific language practices and policies but the most basic understanding of what it means to be literate or to be educated--even to think. Although couched as a critical analysis, the book can be seen as a narrative recounting the struggle between two opposing models of reading and writing: the still dominant model of print literacy; and the emerging model of "online" literacy connected to video display terminals and the rise of information technology. Chapters in the book are: (1) Two Literacies; (2) The Technology of Print; (3) The New Reading; (4) The New Writing; and (5) Imagining the Future. Contains 275 references. (RS)

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